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ABSTRACT

Focusing on occupational clusters in the areas of the arts, technology, research, and personal and product services, this unit entitled "A Few of Our Favorite Things" is one of four grade 1 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies three career development-centered curriculum (CDCC) elements (e.g., decision-making skill development and utilization), four career development themes (e.g., the student will use information about self and life-roles as part of decision making), four unit goals (e.g., the student will become aware of the relationship between his/her interests and making choices), and four performance objectives (e.g., after studying about animals, colors, literature, and weather throughout the school year, the student will identify which topic he/she would like to study more about or work with the most). Also included in Section I are instructions for pre- and post-assessment, student evaluation sheets, and evaluation tabulation forms. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule titles are animals, color, literature, and weather. Section III contains eight teacher reference sheets, and section IV contains twenty-four activity sheets for students' use. (JH)

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ED169253

Suggested for
Grade 1

A FEW OF OUR FAVORITE THINGS

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

A FEW OF OUR FAVORITE THINGS

Grade 1

(Second Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

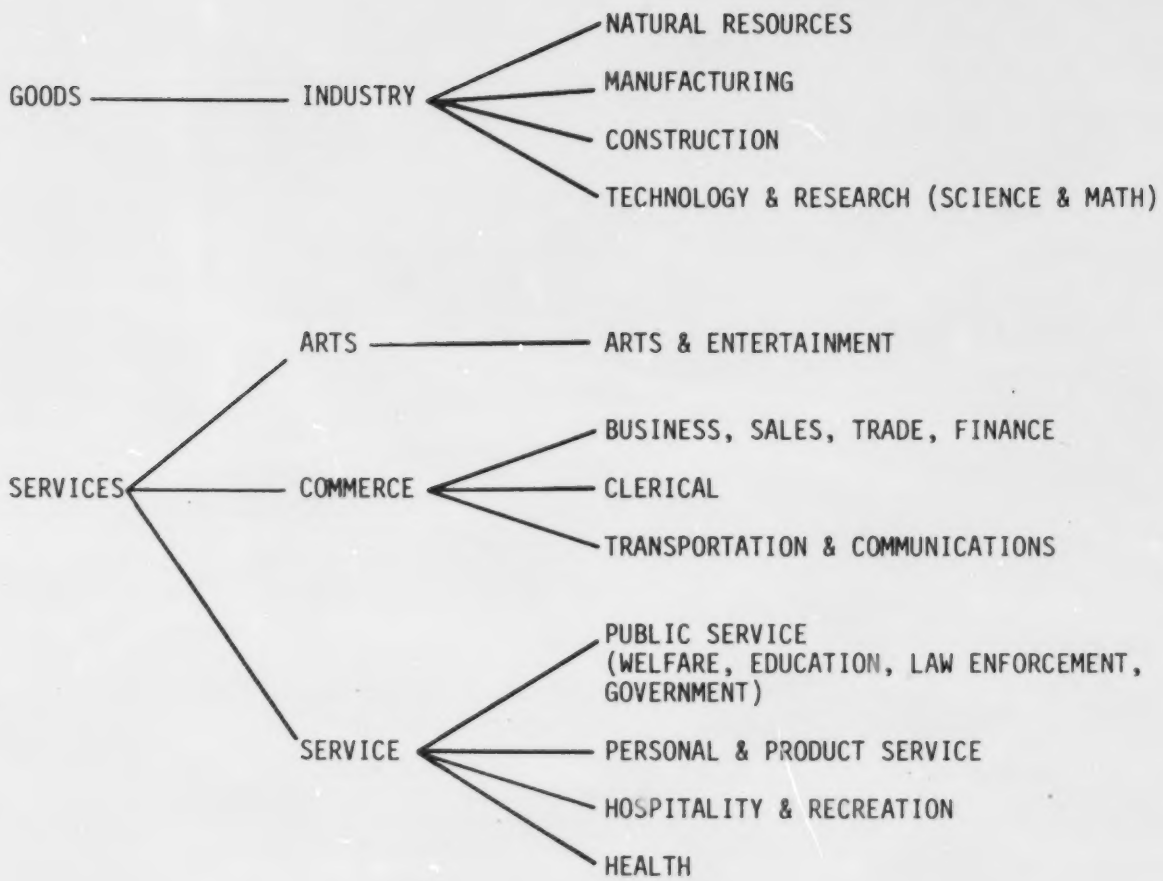
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other person resources against externa reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"A Few Of Our Favorite Things"
1st Grade

Unit Rationale

This unit has been developed to increase the children's awareness of how occupations are related to many topics studied in school. Also, to assist the children in formulating positive self-concepts, this unit provides experiences which help each child to recognize his or her own uniqueness.

The major topics included in this unit focus on the interdisciplinary approach with activities relating closely to art, language arts, math, science, and social studies.

Teacher Information

This unit has been divided into four (4) capsules. Teach each one as a separate unit during the school year. Allow about five (5) instructional hours for each capsule.

Teacher Preparation

1. Study the unit carefully before beginning.
2. Decide if you will divide the unit and how you will do so.
3. Obtain the necessary materials and equipment. (Refer to the Resources and Materials' columns in the capsules.)

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"A Few Of Our Favorite Things"
1st Grade

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"A Few Of Our Favorite Things"
1st Grade

Element #I - Life Role Understanding (occupational, avocational, family, civic)

Theme 1.2 - The student will understand life-role activity as societal-contributing. (economic, societal-need implications)

Unit Goal - The student will become aware that tasks performed by all workers contribute to society.

Unit P.O. #1 - After studying about small clusters of workers associated with animals, colors, literature, and weather, the student will verbalize how tasks performed by at least one (1) worker from each cluster contributes to society. (Evaluation Tabulation Form B, column P.O. #1)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will become aware that workers are associated with many topics studied in school.

Unit P.O. #2 - The student will identify at least two (2) workers associated with each of these areas: animals, colors, literature, and the weather. (Evaluation Sheets #1A, 1B, 1C, and 1D)

Element #II - Decision Making Skill Development and Utilization

Theme 2.2 - The student will use information about self and life-roles as part of decision-making.

Unit Goal - The student will become aware of the relationship between his/her interests and making choices.

Unit P.O. #3 - After studying about animals, colors, literature, and weather throughout the school year, the student will identify which topic he/she would like to study more about or work with the most. (Evaluation Sheet #2)

Element #III - Realistic Self-Concept Formulation

Theme 3.1 - The student will understand his/her own uniqueness as a result of personal learning, growth, and maturation.

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
(Continued)
"A Few Of Our Favorite Things"

Unit Goal - The student will become aware that his/her interests are unique to himself/herself.

Unit P.O. #4 - After the student has identified his/her favorite animal, color, type of literature, and weather, he/she will compare his/her choices with those of his/her classmates. (Evaluation Sheet #3)

Evaluation Procedure
"A Few Of Our Favorite Things"
1st Grade

Pre-test

1. Review the elements, themes, goals, and performance objectives before you begin.

2. Make copies of Evaluation Sheets #1A, 1B, 1C, 1D, 2, and 3, for the students.

3. Distribute Evaluation Sheets #1A, 1B, 1C, and 1D (or one section of them).

   A. Have the students write their names and the date on their papers. Ask them to do the following:

      1) "Look at the workers in picture 1A. As I read the name of each worker's job title, place an (X) on the picture of the person whose work is associated in some way with animals." (Do not tell the students how many workers to mark.)

         a) veterinarian

         b) groomer

         c) blacksmith

         d) pilot

         Observe that the correct workers are underlined. Consider the student's answer correct if he or she has correctly marked at least two (2) of the three (3) workers indicated. (Do not accept the answer if the pilot has been marked.)

      2) "Look at the workers in picture 1B. As I read the name of each worker's job title, place an (X) on the picture of the person whose work is associated in some way with colors." (Do not tell the students how many workers to mark.)

         a) interior decorator

         b) artist

         c) nurse

         d) T.V. repair person

         Note that the correct workers are underlined. Mark the answer correct if the student has correctly identified at least two (2) workers and not the incorrect worker.

Evaluation Procedure
(Continued)
"A Few Of Our Favorite Things"
1st Grade

3) "Look at the workers in picture 1C. As I read the name of each worker's job title, place an (X) on the picture of the person whose work is associated in some way with literature (stories, books, poems, etc.)." (Do not tell the students how many workers to mark.)

   a) writer

   b) gas station worker

   c) librarian

   d) publisher

   Notice that the correct answers are underlined. Mark the answer correct if the student has correctly identified at least two (2) workers and not the incorrect worker.

4) "Look at the workers in picture 1D. As I read the name of each worker's job title, place an (X) on the picture of the person whose work is associated in some way with the weather." (Do not tell the students how many workers to mark.)

   a) weather forecaster

   b) secretary

   c) farmer

   d) pilot

   Note that the correct answers are underlined. Mark the answer correct if the student has correctly identified at least two (2) workers and not the incorrect worker.

4. Use Evaluation Tabulation Form B, column P.O. #2, Evaluation Sheet #1 - pre; A, B, C, and D to record the students' scores. Place a check (✓) in the appropriate column to indicate each time a student correctly identified at least two (2) workers for each cluster of workers studied.

5. Use the pre-test tally column of P.O. #2, Evaluation Sheet #1, to place a check (✓) by the names of those students who identified two (2) workers for each of the four (4) areas studied.

6. Transfer this total to Evaluation Tabulation Form A, Evaluation Sheets #1A, 1B, 1C, 1D; P.O. #2 - pre.

Evaluation Procedure
(Continued)
"A Few Of Our Favorite Things"
1st Grade

Post-test

1. Follow the same procedure for post-testing as indicated in the pre-test section #1-6 except record the results in the post-test sections of Evaluation Tabulation Forms A and B.

2. Let the students verbalize how the tasks performed by a worker from each cluster of workers studied contributes or helps society, and place a check (✓) after the students' names on Evaluation Tabulation Form B, column P.O. #1. Use the following suggestions for ways to collect this information:

   A. Have the students study each cluster of workers, and ask them to draw a picture of one (1) of the workers illustrating how that worker helps others. Let them tell the rest of the class about their picture, and place a check (✓) after their names.

   B. Talk with each student individually.

   C. Wait to check the students' names until they have completed the entire unit, or check them after they have completed each capsule.

3. Use column P.O. #1 - Tally, on Evaluation Tabulation Form B to place a check (✓) after the names of the students who identified at least one (1) contribution from each of the four (4) clusters studied.

4. Total this tally column at the bottom.

5. Transfer this total to Evaluation Tabulation Form A, column P.O. #1 - Post.

6. Complete the unit, and give the students Evaluation Sheet #2.

   A. Review the four (4) groups of subjects studied.

   B. Ask the students to place a check (✓) by the subject they would like to study more about or work with the most.

7. Use Evaluation Tabulation Form B, column P.O. #3, to place a check (✓) after the names of the students who completed this activity.

8. Total column P.O. #3.

9. Transfer the total from column P.O. #3 to Evaluation Tabulation Form A, Evaluation Sheet #2, column P.O. #3 - Post.

Evaluation Procedure
(Continued)
"A Few Of Our Favorite Things"
1st Grade

10. Give the students Evaluation Sheet #3.

    A. Stress the fact that no one is exactly like anyone else. Say that it is very unlikely that any two people always enjoy or like the same things. Point out that these different combinations of likes and dislikes help to make each person unique and special.

    B. Choose any one of a variety of ways to handle this evaluation:

        1) Ask them to illustrate their favorite type of animal, color, story, and weather on Evaluation Sheet #3. (Note that in reference to stories or poems, the students should identify their favorite type as realism or fantasy.)

        2) Allow each to share his/her favorite things with other members of the class.

        3) Have them count the number of classmates who like the same things that they do, or have them watch to see if any of their classmates like the same combination of items that they do.

        4) Make a large classroom chart. Use pictures or words to record the students' responses, or allow them to record their own responses. (See Reference Sheet #1)

            a. Use this large visual picture to let the students compare their favorite things with those of their classmates.

            b. Let them see if anyone else in their class likes the same combination of things that they do.

11. Use Evaluation Tabulation Form B, column P.O. #4, to place a check (✓) after the names of the students who completed this activity.

12. Total column P.O. #4.

13. Transfer this total to Evaluation Tabulation Form A, Evaluation Sheet #3, column P.O. #4 - Post.

14. File the completed Evaluation Tabulation Forms A and B in the building office.

Evaluation Tabulation Form A

Unit Name "A Few Of Our Favorite Things" Teacher _____

Building _____ Grade 1st

Performance Objective	Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #2 Students will identify how workers are associated with subject studied.	#1A, 1B, 1C, and 1D	4	At least 2 for each of the 4 examples			
Post - P.O. #2 Students will identify how workers are associated with subject studied.	#1A, 1B, 1C, and 1D	4	At least 2 for each of the 4 examples			
Pre - P.O. #1 None						
Post - P.O. #1 Students will verbalize how workers contribute to society.	Eval. Tab. Form B, column #P.O.1	4	4			
Pre - P.O. #3 None						
Post - P.O. #3 The student will identify a topic he/she would like to learn more about.	#2	1	1			
Pre - P.O. #4 None						
Post - P.O. #4 The student will compare his/her choices with those of his/her classmates.	#3	1	1			

Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "A Few Of Our Favorite Things" Teacher _____

Building _____ Grade 1st

1. Place a check (✓) in the appropriate column by the names of the students who exhibited the desired behavior as stated in each performance objective.
2. Note that P.O. #2 is the only test given both pre and post.
3. Place a check (✓) in the tally columns of P.O. #1 and #2 by the names of those students who had four (4) checkmarks (✓) in the preceding spaces.
4. Total the columns indicated at the bottom.
5. Transfer these totals to Evaluation Tabulation Form A.

Evaluation Sheet #	None					#1 Pre					#1 Post					#2	#3
P.O. #	#1					#2										#3	#4
NAMES	A	B	C	D	Tally	A	B	C	D	Tally	A	B	C	D	Tally		
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
11.																	
12.																	
13.																	
14.																	
15.																	
16.																	
17.																	
18.																	
19.																	
20.																	
21.																	
22.																	

Evaluation Tabulation Form B
(Continued)

Unit Name "A Few Of Our Favorite Things" Teacher _____

Building _____ Grade 1st

Evaluation Sheet #	None					#1 Pre					#1 Post					#2	#3
P.O. #	#1					#2										#3	#4
NAMES	A	B	C	D	Tally	A	B	C	D	Tally	A	B	C	D	Tally		
23.																	
24.																	
25.																	
26.																	
27.																	
28.																	
29.																	
30.																	
TOTAL																	

EVALUATION SHEET #1-A

NAME_____

DATE_____

A. WHO WORKS WITH <u>ANIMALS?</u>

(1) VETERINARIAN

(2) GROOMER

(3) BLACKSMITH

(4) PILOT

EVALUATION SHEET #1-B

NAME_____

DATE_____

B. WHO WORKS WITH <u>COLORS?</u>

(1) INTERIOR DECORATOR

(2) ARTIST

(3) NURSE

(4) T.V. REPAIR PERSON

EVALUATION SHEET #1-C

NAME_____

DATE_____

C. WHO WORKS WITH <u>STORIES</u> AND <u>POEMS</u>?

(1) GAS STATION WORKER

(2) WRITER

(3) LIBRARIAN

(4) PUBLISHER

EVALUATION SHEET #1-D

NAME_____

DATE_____

D. WHO WORKS WITH OR WHOSE WORK IS INFLUENCED BY THE WEATHER?

(1) T.V. WEATHER FORECASTOR

(2) SECRETARY

(3) FARMER

(4) PILOT

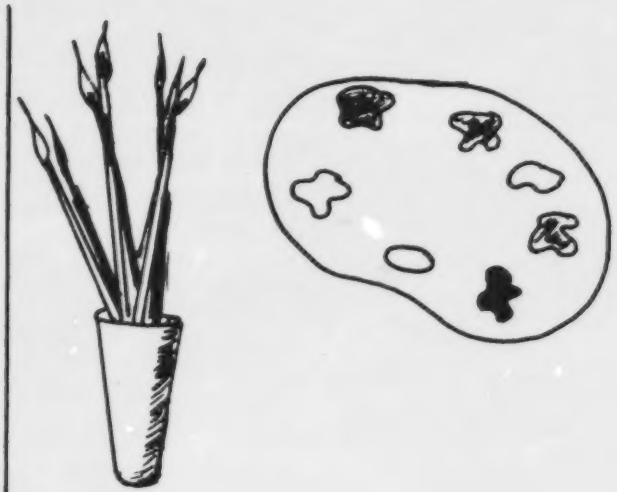
EVALUATION SHEET #2

NAME_____

DATE_____

WHICH OF THESE WOULD YOU LIKE TO STUDY MORE ABOUT?

1. ANIMALS



2. COLORS

3. STORIES AND POEMS

4. WEATHER

EVALUATION SHEET #3

NAME_____

DATE_____

1. HOW MANY OF YOUR CLASSMATES LIKE SOME OF THE SAME THINGS THAT YOU DO?

2. HOW MANY OF YOUR CLASSMATES LIKE ALL THE SAME THINGS YOU DO?

1. MY FAVORITE ANIMAL

2. MY FAVORITE COLOR

3. MY FAVORITE KIND OF STORY OR POEM (REAL OR MAKE-BELIEVE)

4. MY FAVORITE KIND OF WEATHER

Capsule #1
Animals

I. Introduce this capsule by displaying pictures of many types of animals. (Label the pictures with the name of each animal. Use print large enough to be seen by the students.)

II. Relate the capsule's occupational aspect to animals by leading the students in the following discussion:

A. Ask, "Do some people get paid to work with animals?"

B. Say, "If you wanted to work with animals, what type of job might you do?" (veterinarian, zookeeper, farmer, game warden, animal trainer, etc. Discuss briefly how these jobs are associated with animals.)

C. Let some students draw pictures of these workers to be displayed on a bulletin board about workers.

D. Have the students make booklets and include pictures of people who work with animals. (See Activity Sheets #1 and #2 and any other activity sheets about animals)

III. Show that children can help in the care and treatment of animals by leading the students in the following discussion:

A. Ask the class to think of ways in which everyone can help protect places where animals live. (cleaner air, clean land, clean water, fire safety when camping, etc.)

B. Ask the students to help make a list of ways people can care for their pets and can be kind to them. (feeding, grooming, providing homes, handling, etc.)

1. Display this list in the room.

2. Have the students take a checklist home and keep a record of how many times they cared for an animal for one week. (See Activity Sheet #3)

IV. Choose from these <u>optional</u> related activities.

A. Let the students investigate animal coverings to promote observation, classification, communication, and inference.

1. Discuss the coverings with the students.

Resources and Materials	Notes
II.	
D. Activity Sheets #1 and #2	
III.	
B.	
2. Activity Sheet #3	

a. Ask, "What kind of covering do you have?" (skin)

b. Say, "What kinds of coverings do different animals have?" (feathers, fur, hair, scales, etc.)

c. Ask, "How do coverings protect animals?" (warmth, camouflage, protection from environment, ease in movement, etc.)

2. Show the class pictures of animals with various coverings; i.e., alligator - scales, bird - feathers, horse - hair, etc.

3. Display these pictures, or the pictures students have drawn, on a bulletin board.

B. Let the students investigate animal homes to promote observation, classification, communication, and inference.

1. Discuss the different types of animal homes.

a. Ask if all animals have the same kind of homes.

b. Stress that animals must live in places where there is food and shelter.

c. Show the students different pictures of animals, and have them identify the type of home each animal might have.

2. Ask the students to look for animal homes around them. Encourage the students to look for homes that they can bring to school; i.e., birds' nests, wasps' nests, aquariums, etc.

3. Have the students collect and display pictures of different types of animal homes; i.e., tree, pond, nest, hole in the ground, etc.

4. Give the students pictures of different types of environments or homes. (Use Activity Sheets #4, 5, and 6) Let the students draw pictures of animals that might live in each environment or type of home.

5. Allow the students to classify animals according to their homes. (Use Activity Sheets #7, 8, 9, and 10)

C. Let the students compare animal babies with their parents to promote observation, classification, prediction, inference, and communication.

1. Show the students pictures of animal babies and adult animals.

2. Ask the students to identify how they are alike and unlike.

Resources and Materials	Notes
B.	
4. Activity Sheets #4, 5, and 6	
5. Activity Sheets #7, 8, 9, and 10	

D. Give the students pictures of incomplete drawings of animals and have them complete the pictures. (Use Activity Sheets #11 and #12)

E. Give the students pictures of parts of animals.

1. Ask the students to place the correct parts together to form animals. (Use Activity Sheet #13)

2. Let the students put incorrect parts together or draw pictures of make believe animals. Let them give the animals funny names; i.e., name an animal that is part elephant and part rabbit a "rabphant".

F. Suggest that the students have an "animal day."

1. Let them bring animals to class.

2. Let them compare their animals according to size, shape, color, etc.

G. Organize a "be kind to animals" week.

1. Make and display posters to remind others to be kind to animals.

2. Have the students construct a list of "do's" and "don'ts" about caring for animals.

3. Let them read books concerning the care and/or the protection of animals.

4. Use movies or filmstrips showing how animals protect themselves or how people care for them.

H. Read stories or poems to the students about animals. Discuss whether the story could be true or only make-believe. (See Reference Sheet #2 for a list of true books to use in conjunction with this capsule. See Capsule #3 of this unit and Reference Sheet #5 for other suggestions.)

Resources and Materials	Notes
D. Activity Sheets #11 and #12	
E.	
1. Activity Sheet #13	
H. Reference Sheets #2 and #5	

Capsule #2
Color

I. Introduce this capsule by doing the following experiment:

A. Hold up a prism, and ask the students to tell what color they see. (none)

B. Tell the students that the prism may seem like magic but it isn't.

1. Demonstrate by holding the prism so that it will break light into colors.

2. Ask the students to name the colors that they see, and ask where else they have seen colors displayed like this. (rainbow)

3. Explain that the prism is breaking the light rays.

II. Help the students increase their awareness of color around them and of its effect on them by discussing the following:

A. Ask, "How does the color _____ make you feel?"

B. Discuss, "What things are this color?"

C. Suggest, "What objects are related to the color ____?" (brown - ground, dirt, mud, animals, hair)

D. Ask, "What is your favorite color?"

III. Discuss the workers whose jobs include the use of colors; i.e., artist; painter; interior designer; car, clothes, and airplane designers; T.V. repair person; hair dresser; etc.

A. Ask for volunteers to draw and color pictures of these workers. Display the pictures on a bulletin board.

B. Allow the students to make booklets about colors and workers associated with colors.

1. Use Activity Sheets #14 and #15 (pictures of workers).

2. Use any activity sheets or pictures the students have made in relation to this capsule and to colors.

IV. Choose from these optional related activities.

Resources and Materials	Notes
III.	
B.	
1. Activity Sheets #14 and #15	

A. Play different types of records with various sound effects and/or music. Ask the students to listen to a record and decide what color or colors they think of when they hear that sound. Let them choose a color crayon (or crayons) and show on their papers with a picture (or just scribbles) how the sounds make them feel.

B. Let the students experiment with paint or crayons to discover how colors are made from the three primary colors, red, yellow, and blue.

1. Place a red, a yellow, and a blue piece of cellophane paper on an overhead projector. Demonstrate what happens when the colors overlap.

2. Use paints.

a. Prepare ahead of time about five (5) jars each of red, yellow, and blue paint.

1) Divide the students into groups of four (4) or five (5).

2) Give each group the three (3) colors, a jar of clean water, and brushes.

3) Tell the students, "Now, I have given each group the primary colors, red, blue, and yellow, from which all other colors are made. Experiment to see if you can make green from the colors I have given to you. See if you can make orange and purple. Tell what colors you had to mix to make each of these three (3) colors." (Explain that green, orange, and purple are called secondary colors because they can be made secondly.)

b. Give the students the paint and paper, and allow them to experiment on their own. Ask them what they have discovered.

c. Let the students experiment to see how colors become darker when black has been added or lighter when white has been added.

3. Use crayons (or chalks).

a. Give each student a red, yellow, and blue crayon or chalk.

b. Follow about the same procedure as suggested for B-2 above.

C. Let the students play a "color relay" game.

1. Prepare the materials.

Resources and Materials	Notes
A. Recordings of music or sounds Crayons and paper	
B. Red, yellow, and blue paints or crayons	
1. Red, yellow, and blue sheets of cellophane paper Overhead projector	
2.	
a. Five (5) jars each of red, yellow, and blue paint	
2) Clean water and brushes	
3) White paper	
c. Black and white paint	
3. Crayons or chalks	
a. Red, yellow, and blue crayons or chalks b. White paper	

a. Cut out identical sets of fruits and vegetables; i.e., bananas, apples, oranges, etc. (See Reference Sheets #3 and #4 for patterns that may be traced.)

b. Mount each set on a large sheet of wrapping paper, and fasten the sheets securely to the chalkboard.

2. Start the game.

a. Divide the class into two (2) teams. Line up or number the students for turns.

b. Give the first player on each team a box of crayons.

c. Explain these directions to the players: "Listen for the signal. Take the box of crayons and color a fruit. Pass the box to the next player on your team. Continue until all the fruit is colored."

d. Announce the winner as the first team to correctly color its fruits.

D. Help the students become aware of how people's eyes play tricks on them by presenting some optical illusions. (Emphasize that many of these tricks are related to the way people's eyes react to the colors around them.)

1. Let the students see color where no color exists.

a. Prepare enough Benham's disks for the students in the room. (See World Book Encyclopedia, Book C - "Colors.")

1) Glue a few copies of Activity Sheet #16 onto a sheet of tagboard.

2) Cut out enough disks for the students.

3) Stick a pin through the center of each disk.

b. Ask the students to hold one end of the pin while they spin their disks first in one direction and then the other. (Have them switch hands to spin the disks in the opposite direction.) Ask the students to stare at the disk as it spins, and ask them what colors they see.

1) Have them spin the disks to the right at a rate of five to fifteen (5-15) turns a second so that the inner rings appear red and the outer rings blue.

Resources and Materials	Notes
a. Reference Sheets #3 and #4 b. Wrapping paper 2. b. Two (2) boxes of crayons D. 1. a. Crayons 1) Glue, tagboard, and Activity Sheet #16 2) Scissors 3) Straight pins	

2) Have them spin it to the left at the same rate so the inner rings seem blue and the outer rings seem red.

2. Make, or have the students make, afterimages. (Let them stare at certain colors for a period of time and then look at another spot to see contrasting colors.) (See World Book Encyclopedia, Book C)

a. Give the students Activity Sheet #17.

b. Have them color the disks as directed. (Do only one (1) experiment at a time.)

1) Have them stare at their disk while you time them for thirty (30) seconds.

2) Give the word, and have them quickly stare at the dot on the space to the right of the disk.

3) Expect that after staring at a red and blue disk, they will see a green and yellow disk.

4) Expect that after staring at a green, black, and yellow disk, they will see a red, white, and blue disk.

E. Let the students take nature walks throughout the year to observe the different colors as the seasons change.

Resources and Materials	Notes
2.	
a. Activity Sheet #17 b. Crayons or magic markers	

Capsule #3
Literature

Expose the students to a variety of poems and stories during the school year. (See Reference Sheet #5) Help them to become aware of the different types of literature (true-to-life or pretend) whenever a poem or story is read.

I. Begin this capsule by asking individual students, or the entire class, to recite a few of their favorite nursery rhymes.

II. Encourage the students to tell stories that they know to their classmates or to the kindergarten students.

III. Show films or filmstrips, and read or tell stories to the class.

A. Encourage the students to act out simple stories. Allow them to ad lib.

B. Have the students do a simple production for parents and other groups; i.e., puppet shows, pantomines, musicals, etc.

C. Have the students identify whether the story or poem could have happened or could only be imaginative.

IV. Discuss the workers who are involved with literature (stories, poems, etc.).

A. Mention the writers (playwrights, poets, newspaper writers, etc.).

B. Name the publishers, editors, etc.

C. Suggest the actors.

D. Include the school teachers, librarians, ministers, lawyers, politicians, etc.

V. Have the students make bulletin boards or booklets illustrating different types of workers. (See Activity Sheets #18 and #19)

VI. Choose from these <u>optional</u> related activities.

A. Let the students make dioramas depicting a favorite story or poem.

B. Provide practice in sequencing.

Resources and Materials	Notes
Reference Sheet #5	
V. Activity Sheets #18 and #19	

18

1. Cut pictures from a storybook, and mount them on cardboard. Place them in front of the class, and ask the students to put them in the correct sequential order.

2. Give the students copies of Activity Sheets #20, 21, and 22. Read the illustrated nursery rhymes, and ask the students to choose one of the following activities:

   a. Let the students number the pictures in the correct sequential order.

   b. Have the students cut out the pictures and glue them on another sheet of paper in the correct sequential order.

C. Provide practice in story identification by playing "guessing games."

1. Hold up picture cards of story characters familiar to the students, and ask the children to guess the story.

2. Let the students describe a character or an incident from a familiar story, poem, or nursery rhyme. Have the rest of the class guess who the character is or the title of the story, nursery rhyme, or poem.

D. Have the students compose a short story together.

1. Compose one or two lines of the story each day. Copy the lines written that day for penmanship.

2. Let the students illustrate for their story a few pictures.

3. Have them put their work in booklet form.

Resources and Materials	Notes
2. Activity Sheets #20, 21, and 22	

I. Introduce this capsule by letting the students look out the window and discuss the following:

A. Ask what kind of day it is today. (Draw out such responses as cold, windy, rainy, cloudy, etc. Record the responses on the board.)

B. Ask how the students know it is cold, windy, hot, etc.

1. Stress the fact that sometimes people draw correct conclusions from the observations they make. Explain that they assume it is windy when the trees are bent over or the clothes are flapping on the clothesline.

2. Stress that at other times people draw incorrect conclusions from observations. Explain that they may think it is very cold out because it looks dark, damp, and windy but when they go outside, they find that it is really warm.

II. Have the students check the weather each day.

A. Give them turns adjusting the weather wheel to correspond with the type of day it is. (See Reference Sheet #6)

B. Help the students to become familiar with graphs by making a large weather graph for the room. (See Reference Sheet #7) Let one student fill in a square to represent the weather for that day.

C. Let the students make their own individual graphs and fill in a square each day. (See Activity Sheet #23)

III. Acquaint the students with the types of occupations related to the weather.

A. Discuss the different types of workers associated with the weather (weather forecaster, meteorologist, T.V. weather person, etc.) and the workers whose jobs depend on the weather (farmer, pilot, sailor, Coast Guard person, astronaut, etc.).

B. Have the students draw bulletin board pictures of people whose work is associated with the weather.

C. Let the students make booklets, including the activity sheets, about people whose work is associated with the weather. Add other weather-related activity sheets.

Resources and Materials	Notes
II. A. Reference Sheet #6 B. Reference Sheet #7 C. Activity Sheet #23	

IV. Choose from these optional related activities.

A. Make a bulletin board which has been divided into sections representing the different types of weather. (See Reference Sheet #8)

1. Have the students cut out pictures from magazines or draw pictures of people doing different types of activities. Place these pictures on the bulletin board under the type of weather in which they would do each activity; i.e., swimming - hot weather, flying a kite - windy weather, or snow skiing - snowy weather.

2. Let the students cut out pictures of different types of clothing and place them under the kind of weather in which they are worn.

B. Read stories or poems, or teach finger plays about the weather.

C. Place thermometers in three (3) glasses of water with varied temperatures. Allow the students to read the thermometers.

D. Let the students observe snowflakes with a magnifying glass, and have them discuss their observations.

E. Give the students illustrations of thermometers with the temperature written underneath them. Ask the students to color each thermometer to illustrate the temperature indicated. (See Activity Sheet #24)

F. Allow the students to observe the changes in the volume of snow as it melts to become water.

1. Place a glass container filled with snow in the front of the class. Have a student mark the level of the snow with a magic marker on a piece of tape.

2. Allow the snow to melt, and mark the level of the water.

3. Leave the water in the room for several days. Let the students observe the change in volume as the water evaporates.

4. Encourage the students to relate what they have observed at each stage, and encourage them to make inferences about what they think has happened.

Resources and Materials	Notes
IV.	
A. Reference Sheet #8	
E. Activity Sheet #24	

Reference Sheet #1

1. Make a large chart like this.

2. Record with either illustrations or words a few of the students' favorite things. Do not mix words and pictures. (Decide if you wish to include your favorite things.)

3. Let the students compare their favorite things with those of their classmates.

4. Read the instructions to the students.

A Few Of Our Favorite Things

1. Record a few of your favorite things.
2. Count the number of your classmates who like the same things that you do. Put that number in the small square by each of your pictures.
3. In the last square on the right record the number of your classmates who like all four of the same things that you do.

NAMES	ANIMAL	COLOR	TYPE OF STORY OR POEM	WEATHER	

Reference Sheet #2
True Stories of Animals

Now You Know About Animals, Encyclopedia Britannica Educational Corporation, (5 books) (5 tapes)

Animal Babies, Arthur Gregor

The True Book of Animal Homes, Illa Podendorf, Childrens Press

The Great Big Wild Animal Book, Feodor Rojankovsky

Let's Look at Tracks, Ann Kirn

A Tale of Tails, Elizabeth H. Macpherson

Animal Friends, Phoebe and Iris Dunn

The First Book of Cats, Cladys Taber

Alphabet of Puppy Care, Lisa Weil

The True Book of Animals of the Sea and Shore, Illa Podendorf

The True Book of Animals of Small Ponds, Phoebe Erickson

Animals On the Farm, Feodor Rojankovsky

My Easy To Read True Book of Dogs, Elsa Posell

All Kinds of Dogs, Walter Chandoha

All Kinds of Cows, Madeline M. Dodd

The True Book of Pets, Illa Podendorf

What Is a Cow?, Gene Darby

Horses, Ruth S. and Ed Rodlauer

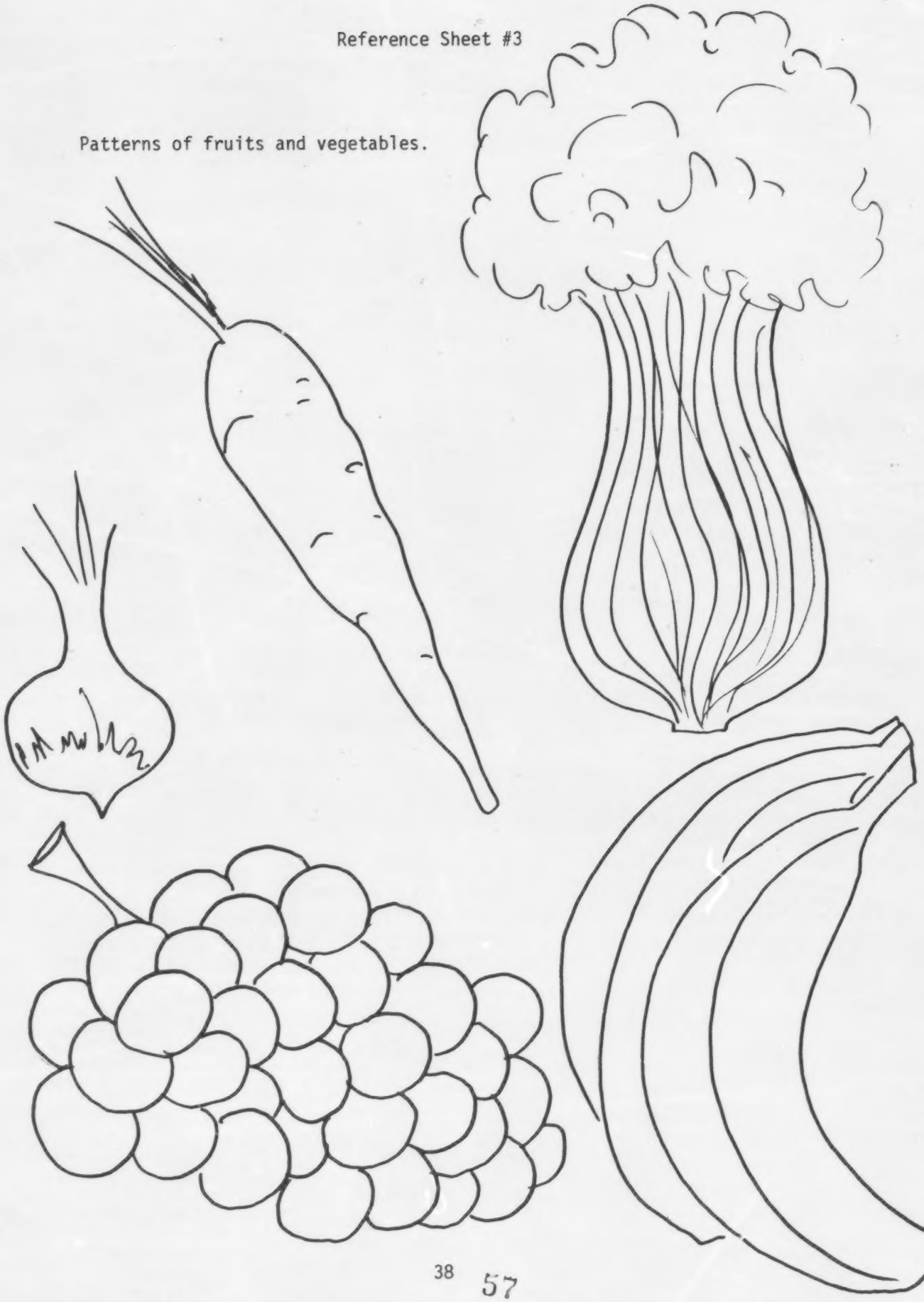
The True Book of Horses, Illa Podendorf

Whatever Happens to Baby Horses?, Bill Hall

Whatever Happens to Puppies?, Bill Hall

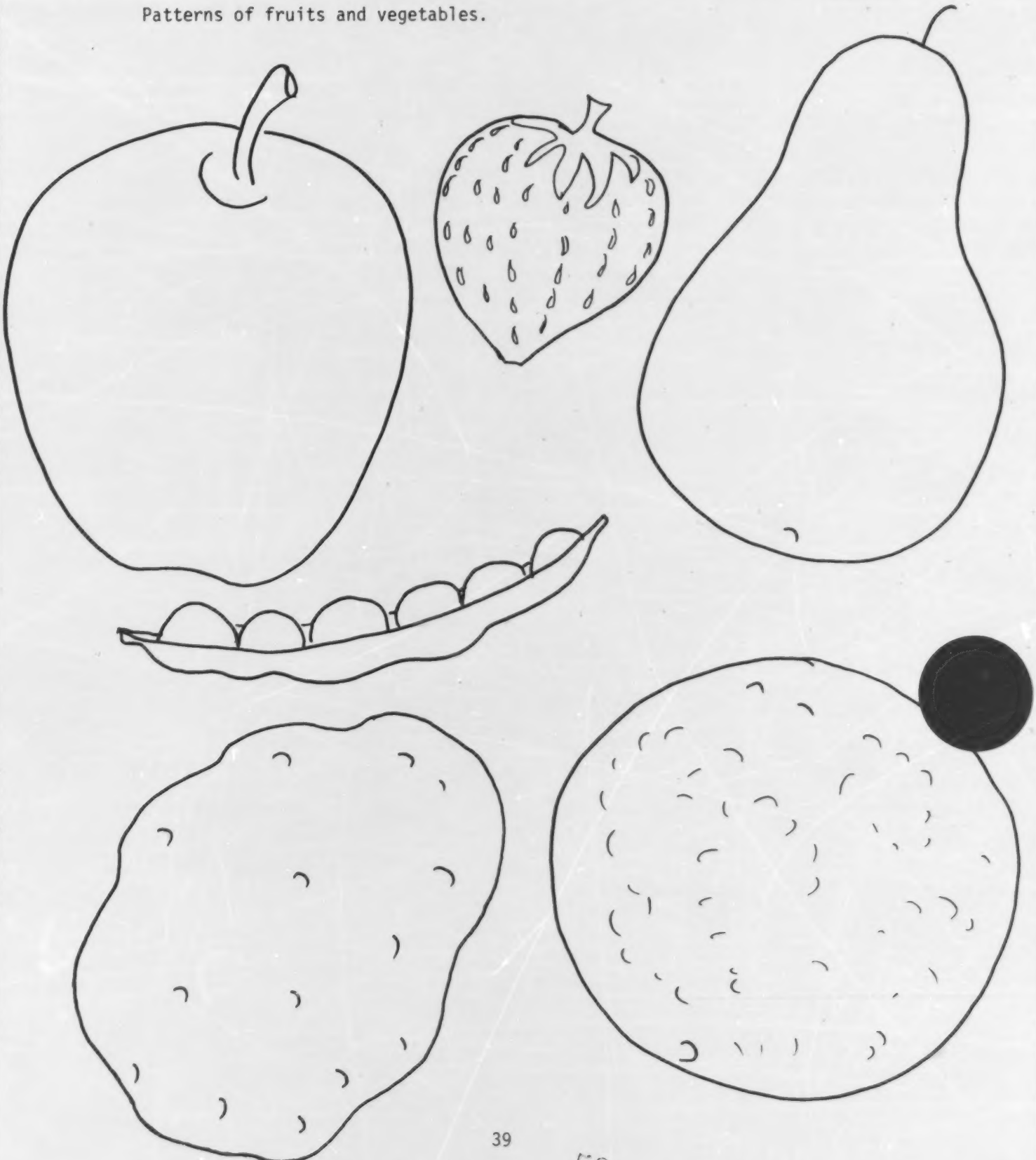
Reference Sheet #3

Patterns of fruits and vegetables.



Reference Sheet #4

Patterns of fruits and vegetables.



Reference Sheet #5

This is a list of suggested literature for 1st grade.

Prose

(Seasonal)

Sorcerer's Apprentice - Richard Rostron

Peter and the Wolf - Prokofieff

The Tale of Peter Rabbit - Beatrix Potter

(Everyday)

The Emperor's New Clothes - H.C. Andersen

The Hare and the Tortoise

Jack and the Beanstalk

The Tar Baby - J.C. Harris

The Three Billy Goats Gruff

The Ugly Duckling - H.C. Andersen

Poetry

(Seasonal)

Come Little Leaves - George Cooper

Autumn Fires - R.L. Stevenson

Gentleman Day's Thanksgiving - Marian Douglas

Over the River and Through the Woods - Lydia Child

The Night Before Christmas - Clement Moore

It Was a Little Snowflake - Margaret E. Sangster

I Know a Little Pussy

Who Has Seen the Wind - C. Rossetti

(Everyday)

The Duel (Gingham Dog and Calico Cat) - Eugene Field

The House That Jack Built

Mary's Lamb - Sarah Hale

My Shadow - R. L. Stevenson

The Raggedy Man - James W. Riley

Three Little Kittens

Star-Spangled Banner (1st stanza) - Francis S. Key

Sweet and Low - Tennyson

The Swing - R. L. Stevenson

Twinkle, Twinkle, Little Star - Jane Taylor

Real (true -to-life) stories

Tell about George Washington and the cherry tree - a legend. Stress that a legend may be true but no one is sure.

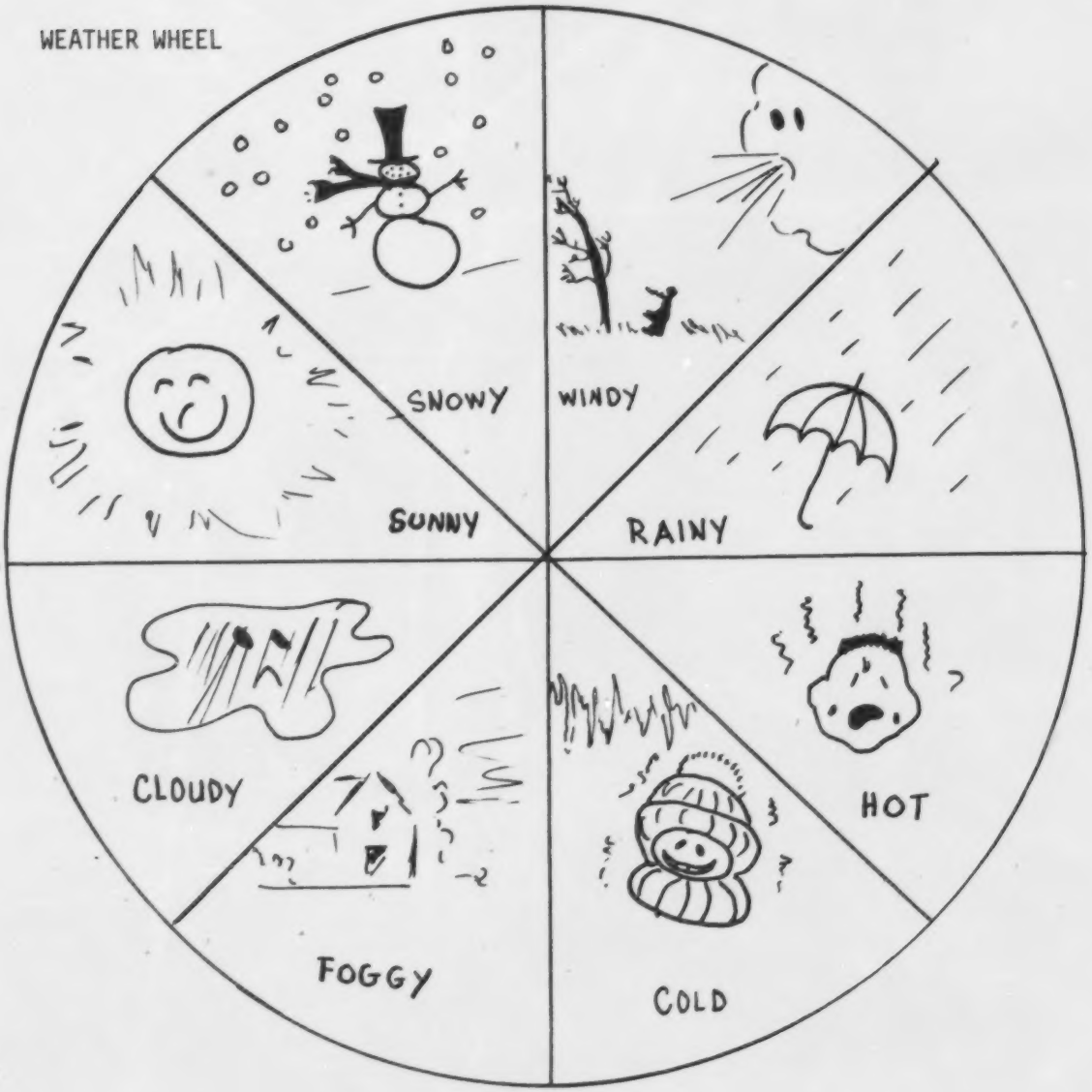
Read about Blossom Owens and Abraham Lincoln - a true story of Lincoln's pardoning a soldier who slept at his post, or choose any other Lincoln story.

Read about Francis Scott Key and the writing of the "Star-Spangled Banner" - a true story.

Read Longfellow's "The Midnight Ride of Paul Revere" - a poem based on fact. (Expect that the children will not understand all the words in the poem, but let them enjoy the rhyme and rhythm (music of the words and lines). Stress that April 18, 1974 was the 200th anniversary of the ride.

Discuss the meaning of the first verse of the "Battle Hymn of the Republic," by Julia Ward Howe. Explain that this is a poetic description of the northern army which appears as the coming of the Lord to free the slaves. Let the children memorize the chorus.

Reference Sheet #6

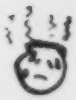


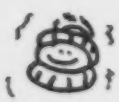
Cut a large circle, 14" in diameter. Divide it into eight sections. Make each section with symbols for the weather - sunny, windy, rainy, and so on. Make 5" arrows. Fasten them in the center of the circle with a paper fastener (similar to clock hands). Record the weather for each day by adjusting the hands.

Reference Sheet #7

Example of weather graph for display in the room.

Graph of (January) Weather





*Note that the number of squares may vary depending on the month being charted.

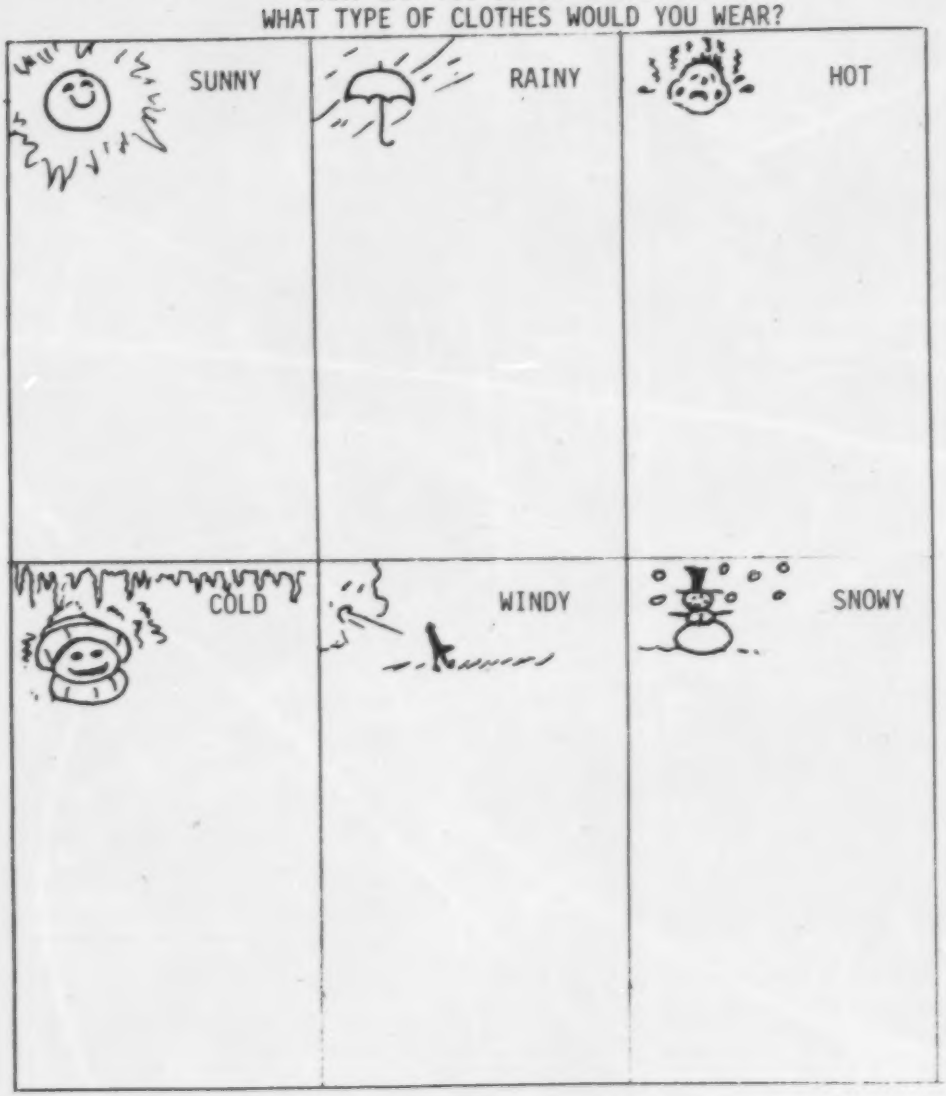
Directions for use:

Make a large graph similar to the one above. Have a student fill in a square in the correct line, from left to right to correspond with the day's weather. Make each line a different color. Let the students see and tell how many days were sunny as compared with how many days were rainy at the end of the month.

Reference Sheet #8

Bulletin Board

WHAT CAN YOU DO ON THESE DAYS?
WHAT TYPE OF CLOTHES WOULD YOU WEAR?



Activity Sheet #1

Name_____

Date_____

A. Draw a picture of the sick animal for which this veterinarian is caring.

B. The blacksmith has lost his horse. Can you draw it for him?

Activity Sheet #2

Name_____

Date_____

C. Draw a picture of the animal trainer cracking a whip.

D. Draw some tools for the groomer so he can groom the dog.

ACTIVITY SHEET #5

Name_____

Date_____

Keep a record of the times and the ways you helped take care of your pet (or pets) for one week.

Pet's Name_____ Kind of Pet_____

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Fed							
Bathed							
Brushed or Combed							
Cleaned their home or area (box, cage, squaring, etc.)							
Exercised							
Other							

Pet's Name_____ Kind of Pet_____

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Fed							
Bathed							
Brushed or Combed							
Cleaned their home or area (box, cage, squaring, etc.)							
Exercised							
Other							

Pet's Name_____ Kind of Pet_____

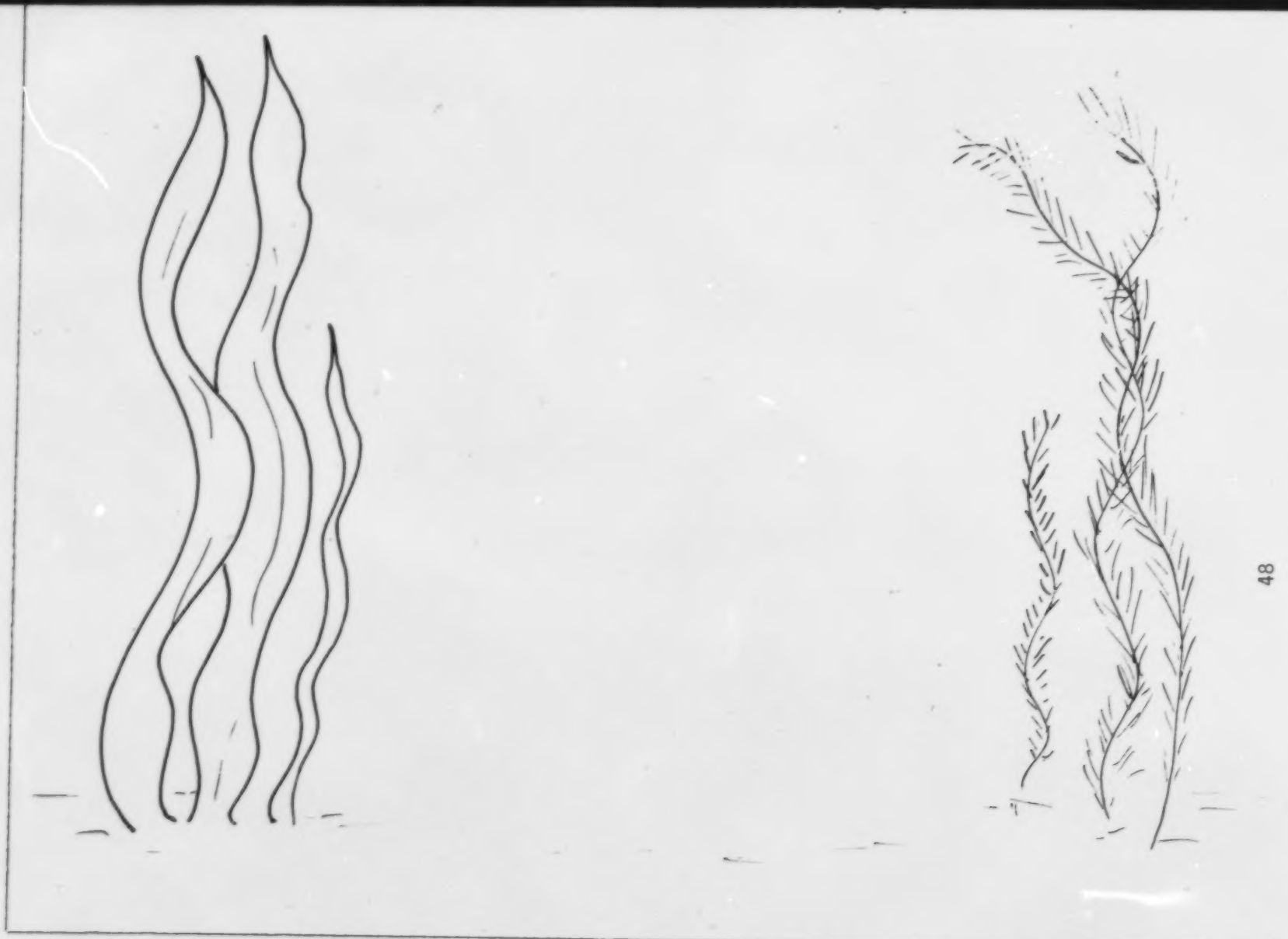
	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Fed							
Bathed							
Brushed or Combed							
Cleaned their home or area (box, cage, squaring, etc.)							
Exercised							
Other							

Parents Signature _____

ACTIVITY SHEET #4

Name_____

Date_____



Draw some animals that might live in this body of water.

Activity Sheet #5

Name _____

Date _____

Draw pictures of animals that might live in a tree.

ACTIVITY SHEET #6

Name_____

Date_____

50

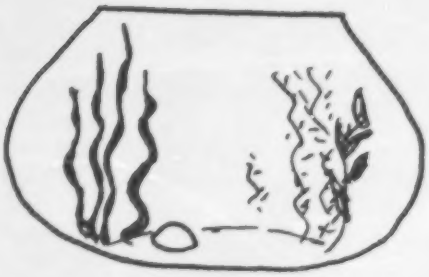
Draw some animals that might live in this barn.

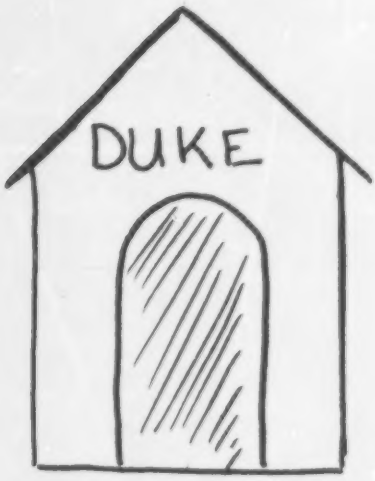
Activity Sheet #7

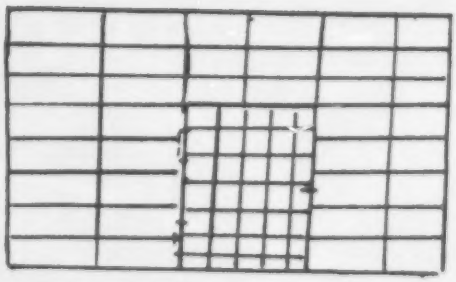
Name _____

Date _____

Draw a line from the animal to its home.





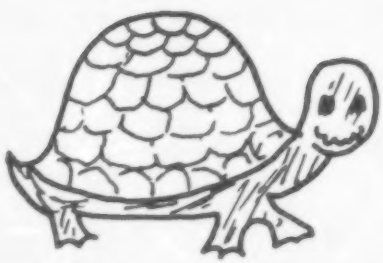


Activity Sheet #8

Name _____

Date _____

Draw a line from the animal to its home.



Activity Sheet #9

Name_____

Date_____

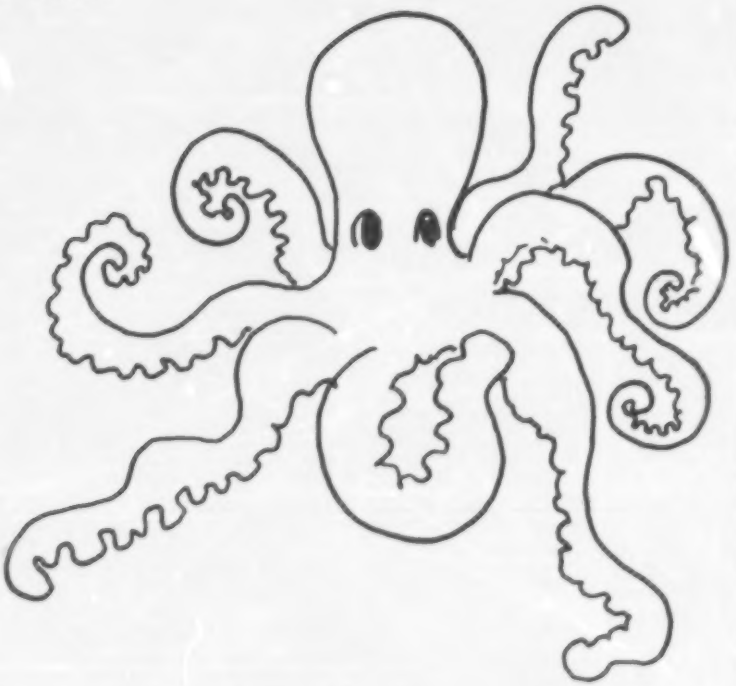
Put an X on the animals that live in or on a tree.

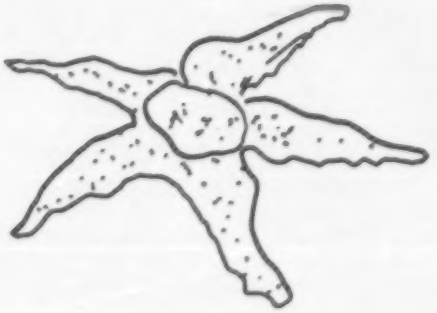
Activity Sheet #10

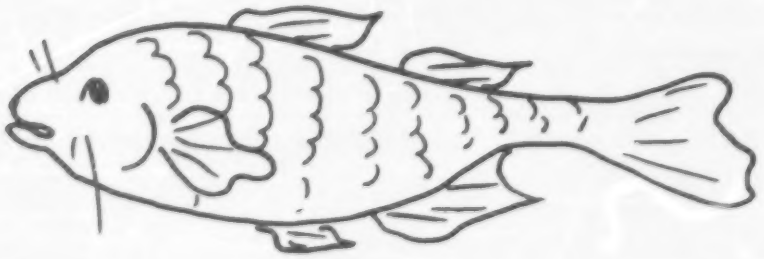
Name_____

Date_____

Put an X on animals that live in the water.







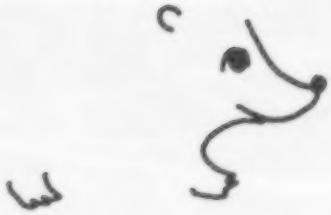
75

Activity Sheet #11

Name_____

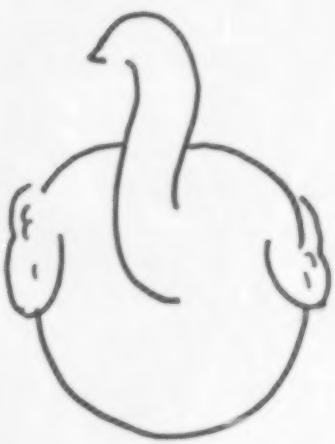
Date_____

Complete these pictures



Porcupine

Lion's Face



Turkey

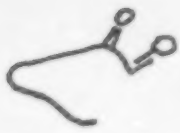
Bumble Bee

Activity Sheet #12

Name _____

Date _____

Complete these pictures



Elephant

Giraffe

Turtle

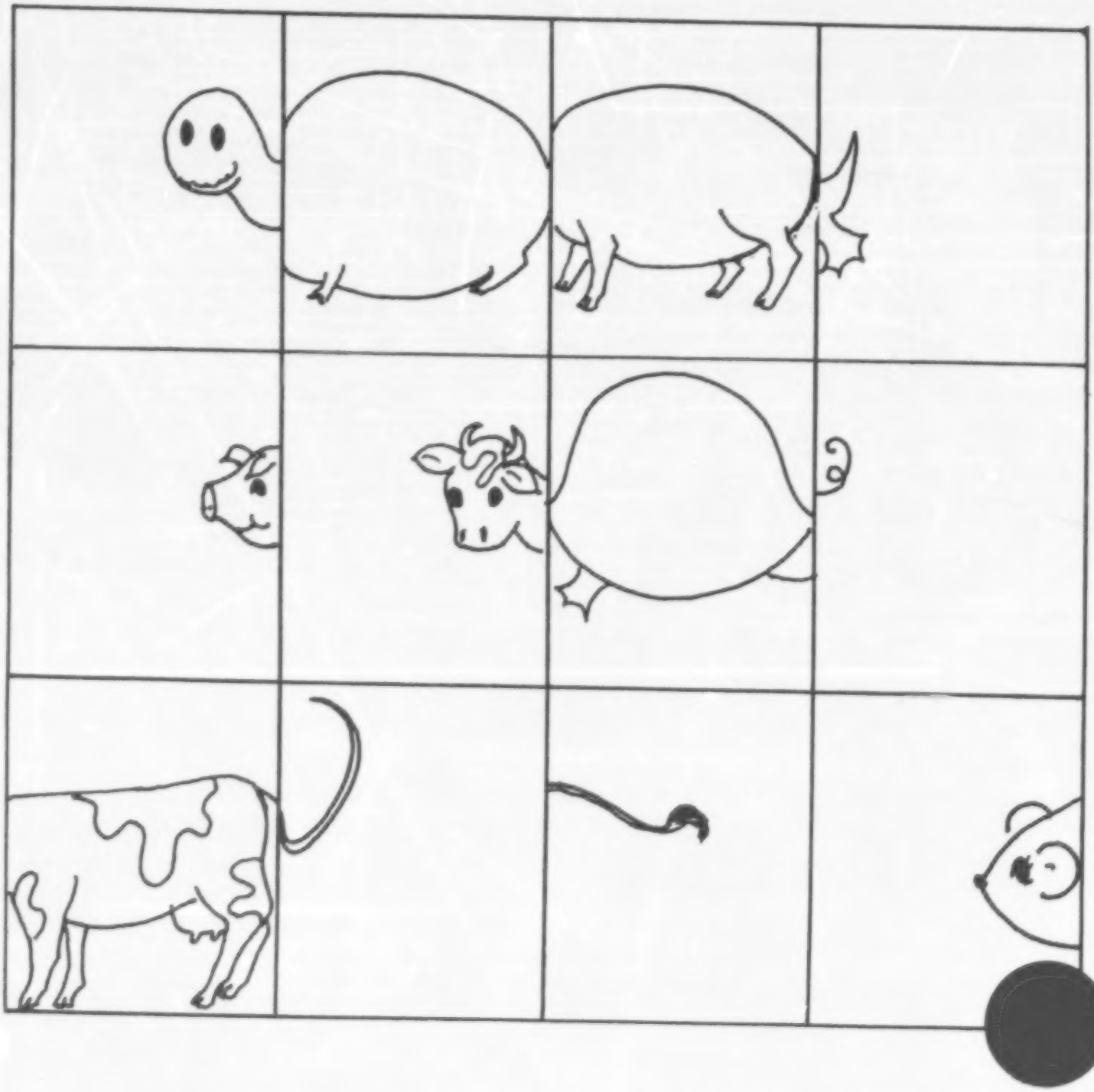
Octopus

Activity Sheet #13

Name_____

Date_____

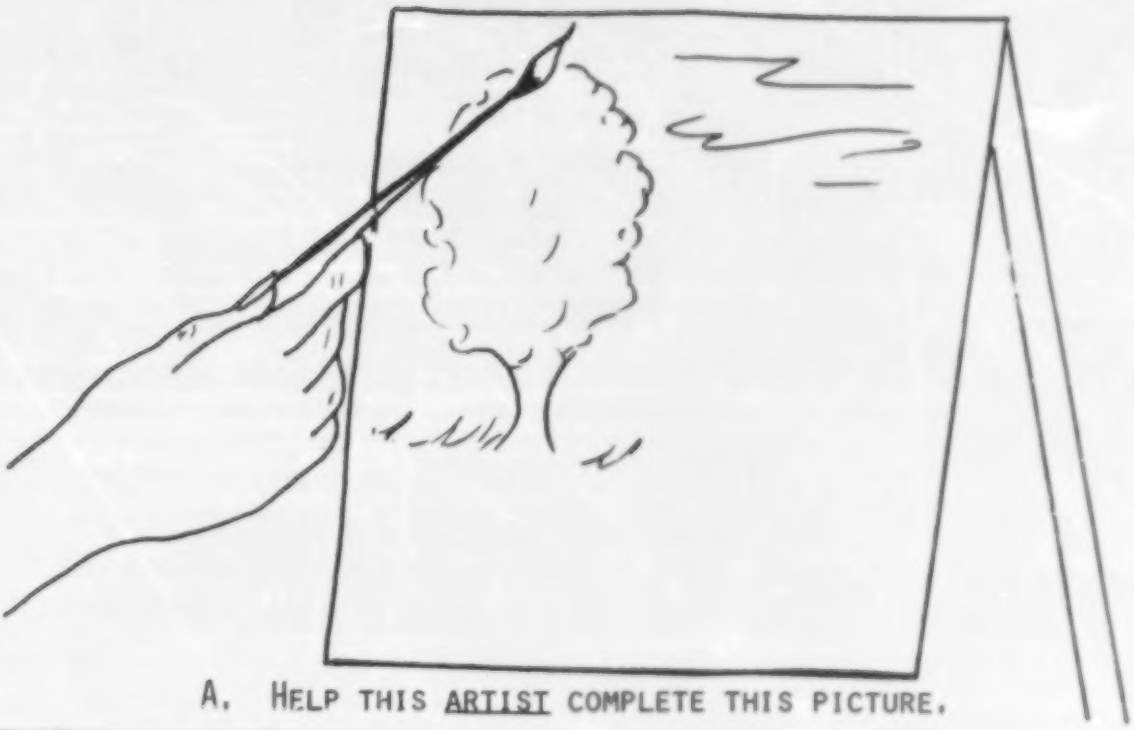
Cut out these pictures and put the pieces together correctly.



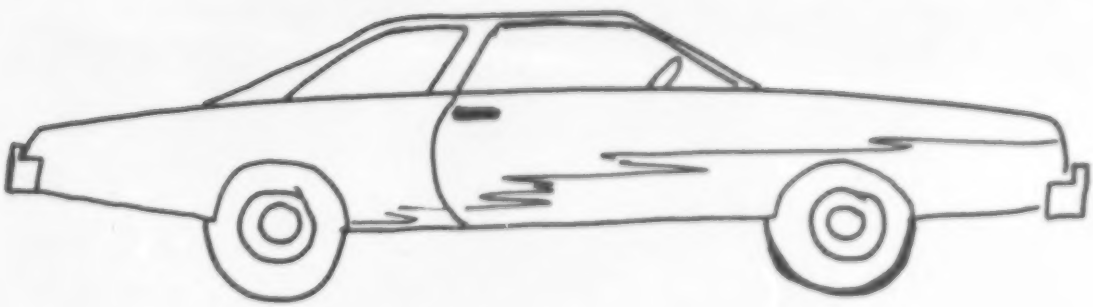
ACTIVITY SHEET #14

NAME_____

DATE_____



A. HELP THIS ARTISI COMPLETE THIS PICTURE.

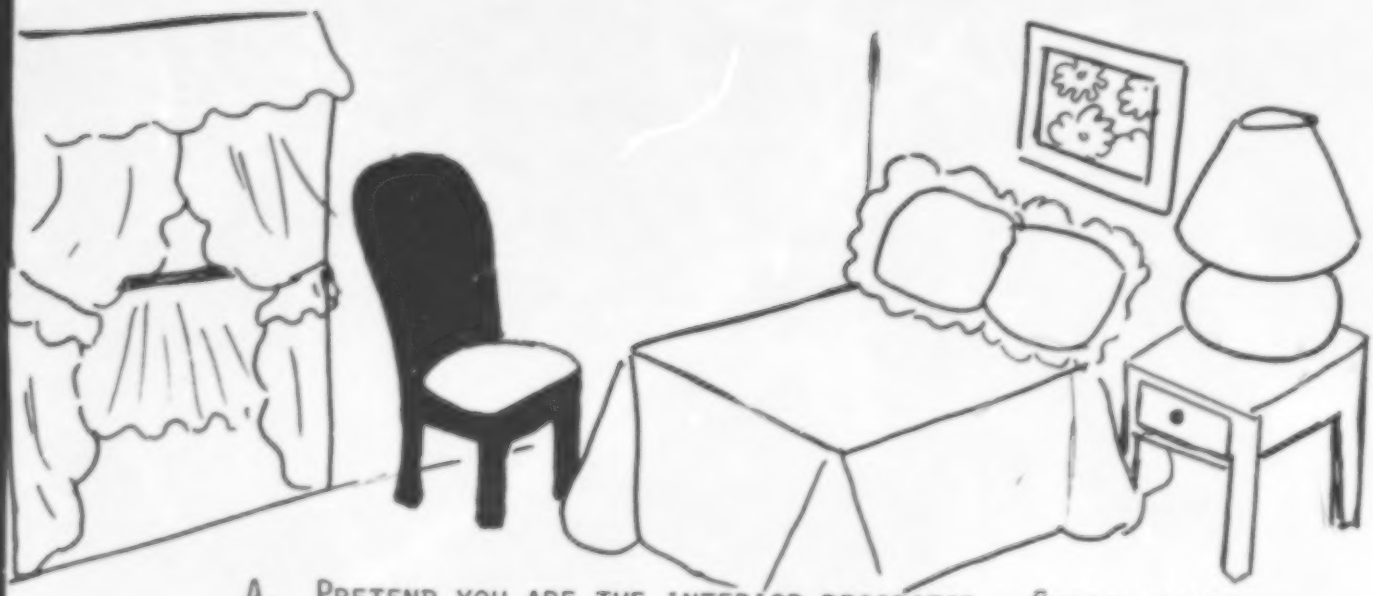


B. COLOR THIS CAR THAT THE DESIGN ENGINEER HAS JUST COMPLETED.

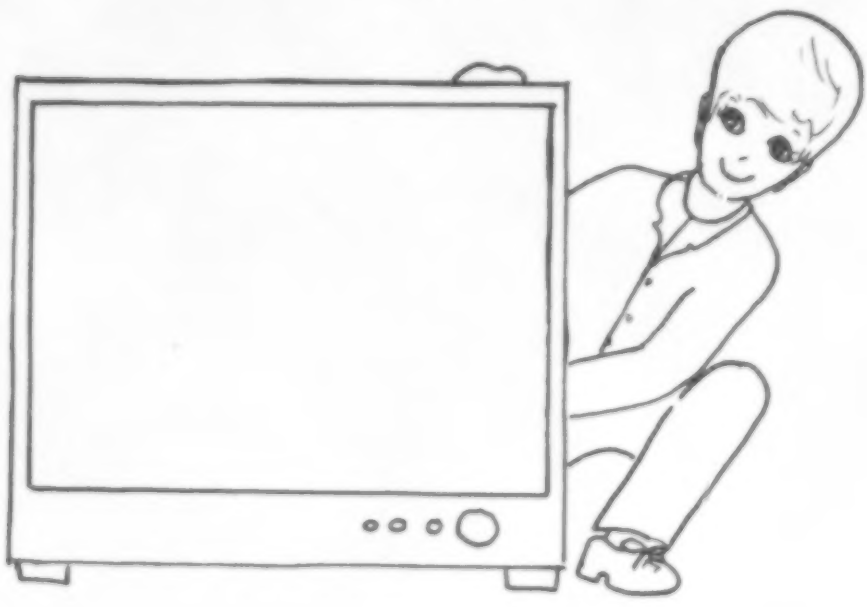
ACTIVITY SHEET #15

NAME_____

DATE_____



A. PRETEND YOU ARE THE INTERIOR DECORATOR. CHOOSE COLORS TO DECORATE THIS ROOM.



B. THE T.V. REPAIRPERSON IS ADJUSTING THE COLOR ON THIS TELEVISION. COLOR THE SHOW YOU THINK IS PLAYING.

Activity Sheet #16

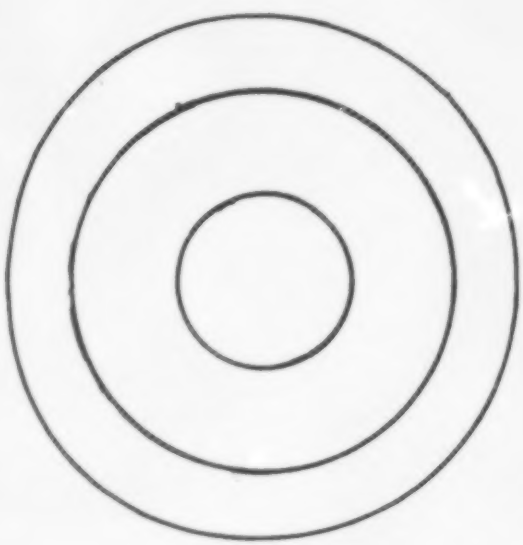
Cut out enough of these Benham's disks for each student in the room. See World Book Encyclopedia on color and Capsule #2 of this unit.

ACTIVITY SHEET #17

NAME_____

DATE_____

COLOR THIS DISK RED AND BLUE



COLOR THIS DISK GREEN AND YELLOW

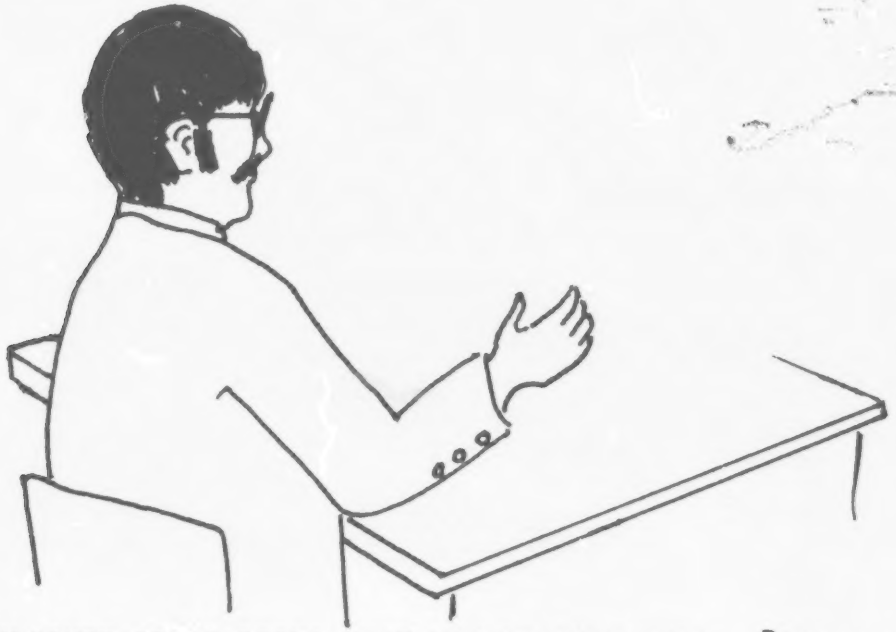
82

ACTIVITY SHEET #18

NAME_____

DATE_____

DRAW A PICTURE OF A LIBRARIAN WORKING IN THIS LIBRARY.

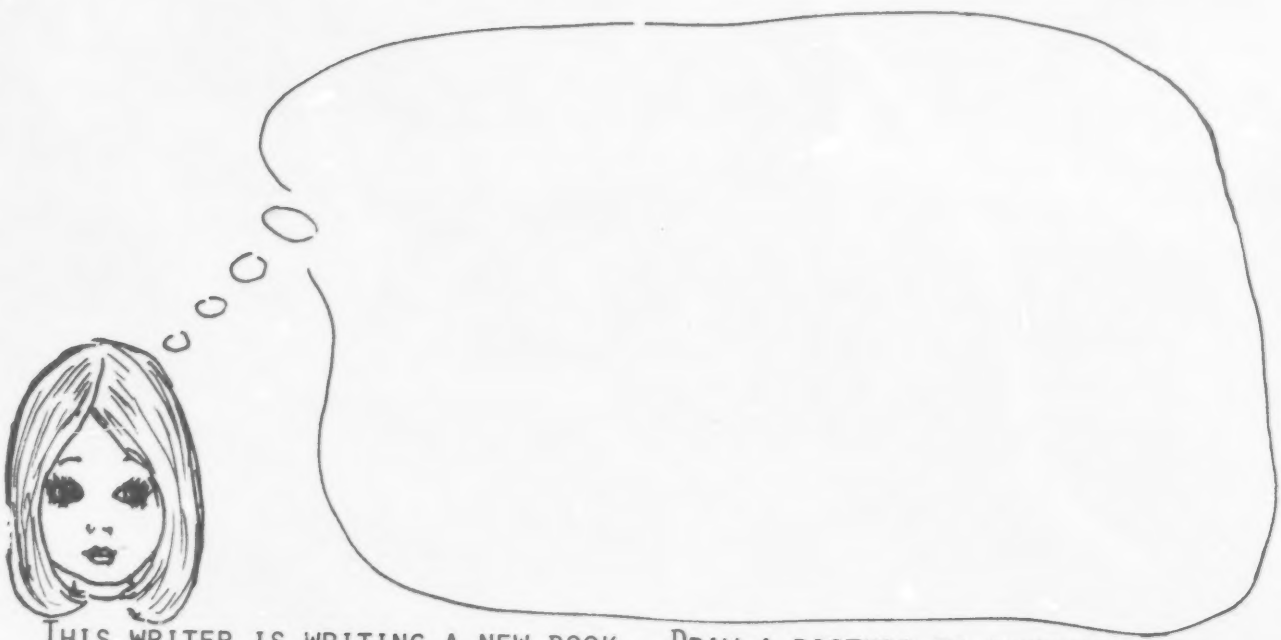


THIS PUBLISHER READS BOOKS THAT MAY BE PUBLISHED. DRAW A PICTURE OF A BOOK FOR HIM TO READ.

Activity Sheet #19

Name_____

Date_____



THIS WRITER IS WRITING A NEW BOOK. DRAW A PICTURE TO SHOW WHAT YOU WOULD WANT TO READ OR WRITE ABOUT.

THE TEACHER IS READING TO HER STUDENTS. DRAW SOME PICTURES OF STUDENTS LISTENING TO HER STORY.

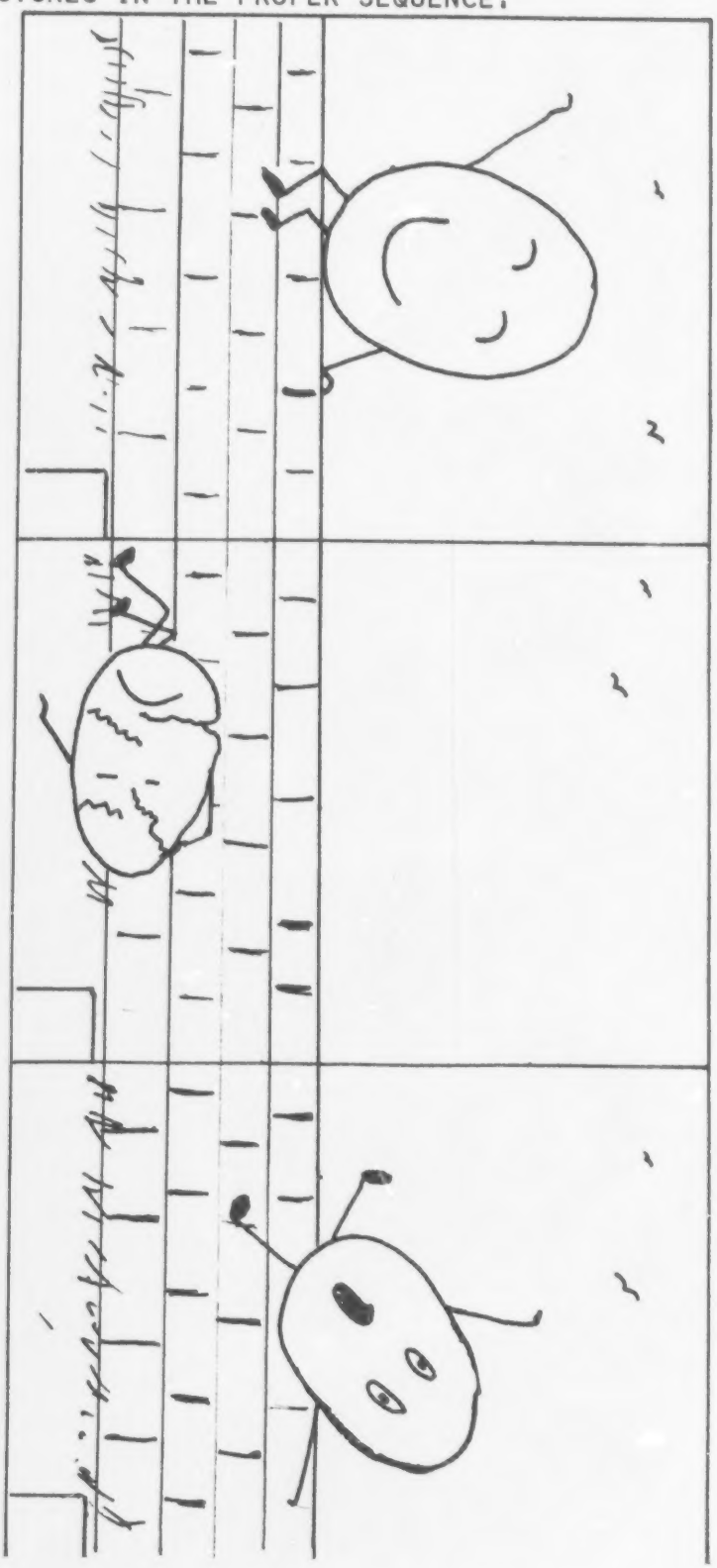
Activity Sheet #20

Name_____

Date_____

HUMPTY DUMPTY

Number the pictures in the proper sequence.



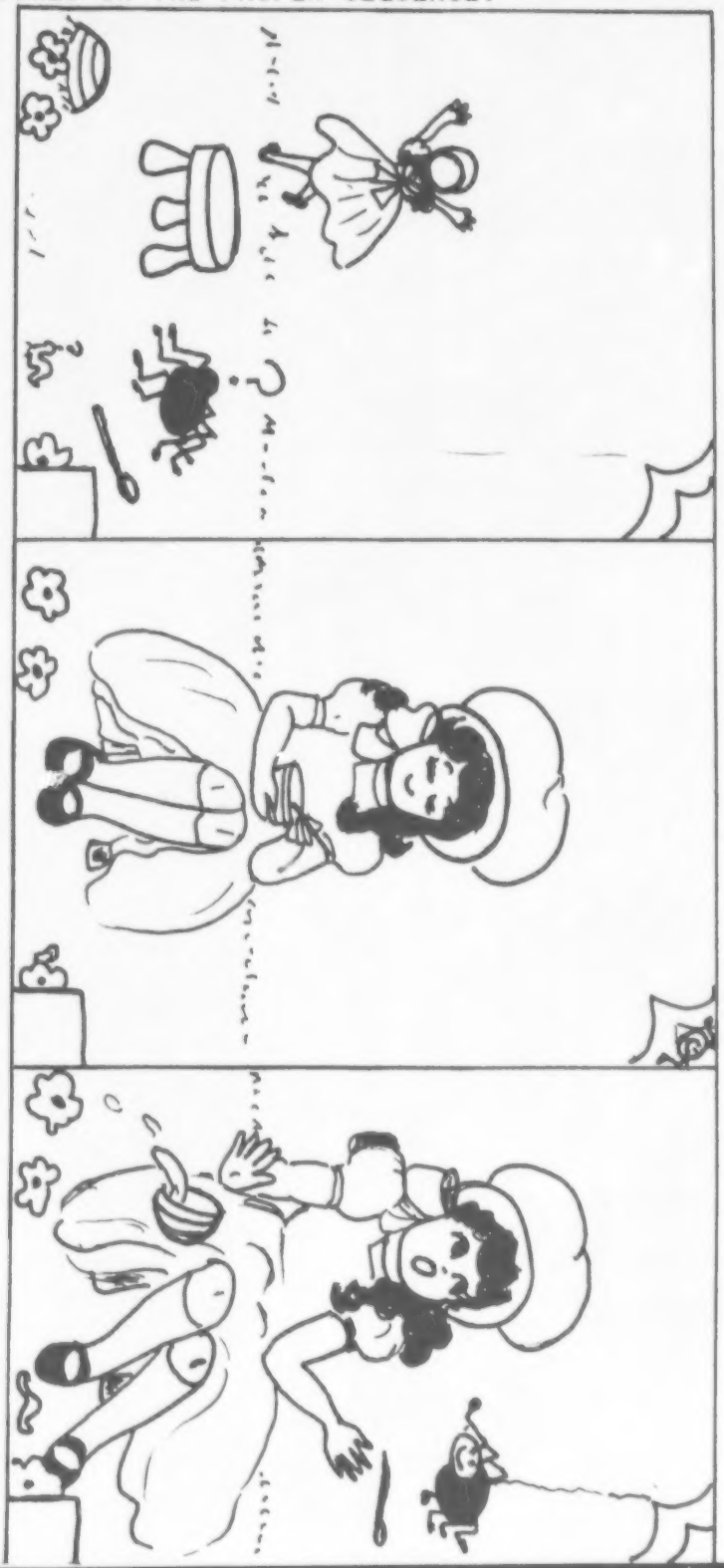
ACTIVITY SHEET #21

NAME_____

DATE_____

LITTLE MISS MUFFET

NUMBER THE PICTURES IN THE PROPER SEQUENCE.



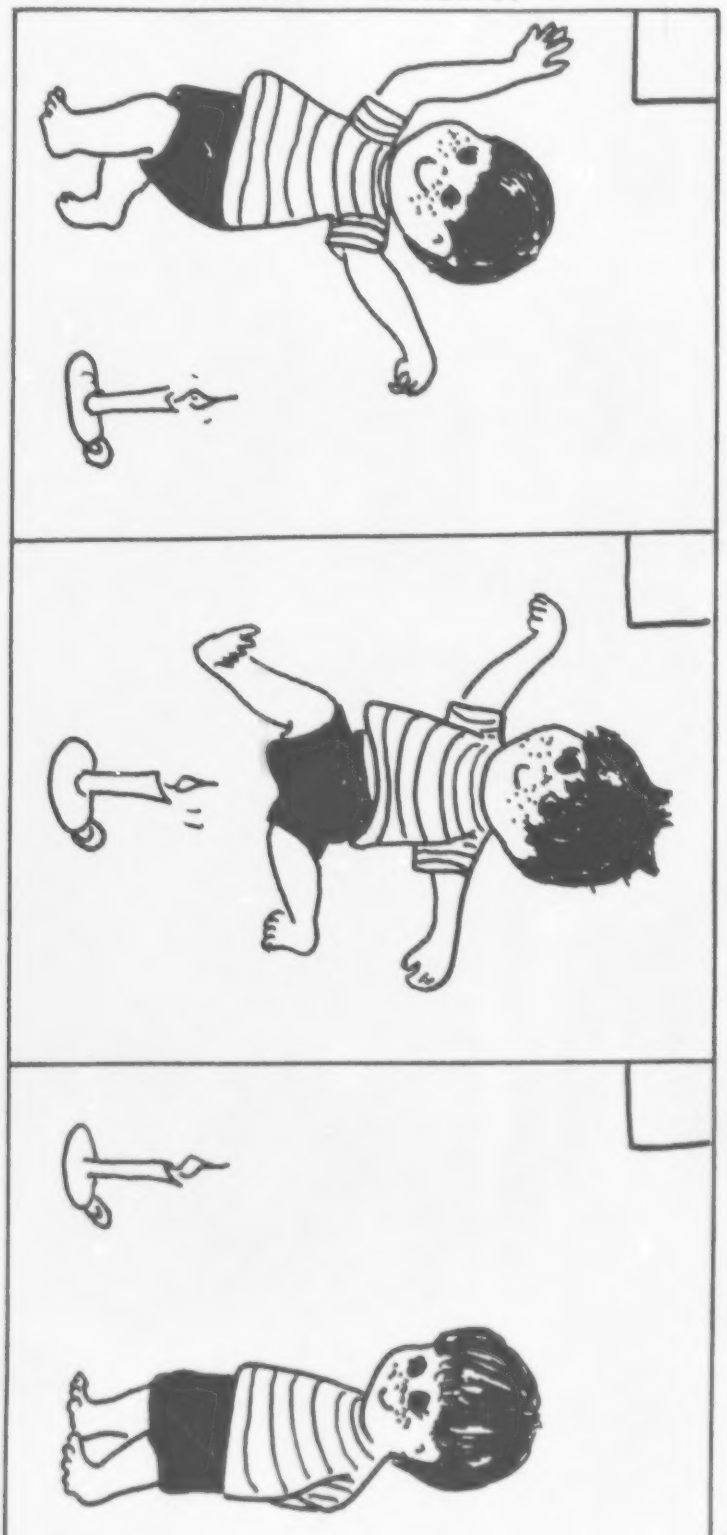
Activity Sheet #22

Name_____

Date_____

JACK BE NIMBLE

NUMBER THE PICTURES IN THE PROPER SEQUENCE.



Activity Sheet #23

Name _____

Date _____

SUNNY

CLOUDY

RAINY

SNOWY

HOT

WINDY

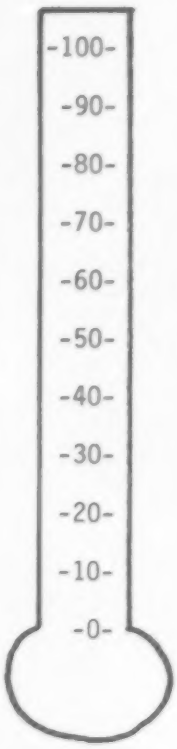
COLD

ACTIVITY SHEET #24

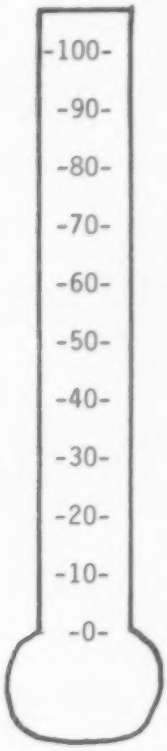
NAME_____

DATE_____

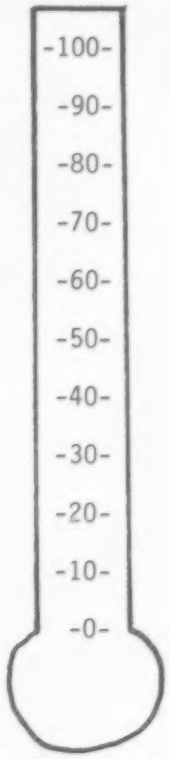
COLOR THESE THERMOMETERS TO SHOW THE CORRECT TEMPERATURE.



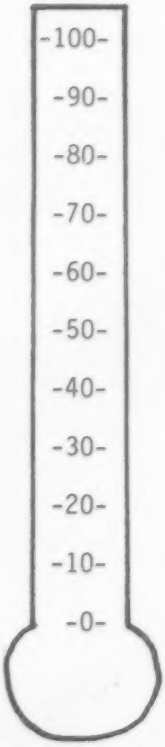
1. 30^{o}



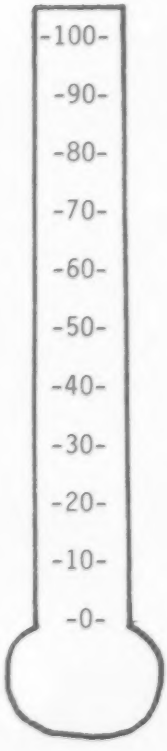
2. 90^{o}



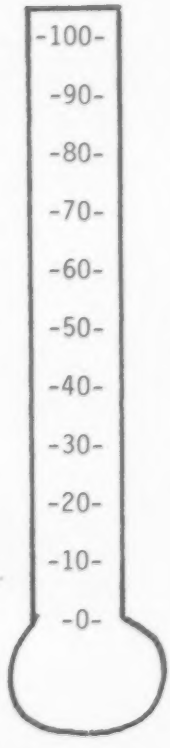
3. 50^{o}



4. 60^{o}



5. 80^{o}



6. 10^{o}